

How to Use the Academic Crosswalks with the North Dakota FACS Standards

Members of the Crosswalks Committee identified the academic standards that are most likely to be reinforced through Family and Consumer Sciences curriculum. This reinforcement will only happen, however, if it is planned as part of the scope and sequence for a Family and Consumer Sciences course.

1. Use the Crosswalks as an additional reference (with the *Frameworks for Secondary Curriculum in Family and Consumer Sciences* and the *ND Standards for Family and Consumer Sciences*) when developing instructional plans. Identify the specific academic concepts you intend to reinforce.
2. Develop a working relationship with academic instructors in the content areas you plan to reinforce through your lessons. The crosswalks can be a starting point in identifying commonalities between FACS and an academic course. Use the academic instructors as resource persons to:
 - Clarify the meaning of the academic standards and the content-related terminology. (For example, students are more likely to recognize the math content within your lessons if you use the same terminology used in the math department.)
 - Find out what kinds of learning experiences the academic instructors use to teach to their academic standards. This may give you clues to the kinds of learning experiences you can use (or at least mention in your classroom) to reinforce the academic teaching.
 - Find out what part of the academic content or practice the academic instructor is emphasizing as another way to identify what you could reinforce in your classes. For example, if grammar, spelling, and the mechanics of writing are emphasized in a middle school English course (English/Language Arts standards 6.3.6, 7.3.9, 8.3.11), you might reinforce those standards by requiring your students to write complete sentences on test questions or to use correct punctuation and spelling on reports.

As a bonus, the relationships you develop to discuss opportunities for crosswalked learning experiences may lead to other partnerships with your academic colleagues.

3. As you plan instruction, reinforce what is logically part of your curriculum. You are not expected to be a math, English, or science teacher, nor are you required to add academic concepts to the FACS curriculum. Your role is to identify the academic content that already exists in your curriculum, make it more visible to students, and give them opportunities to apply the selected academic concepts within the context of your curriculum. This may involve modifying a learning activity or changing the requirements for a project somewhat so students see the connections between what they are learning in an academic course and the way it is applied within your classes.
4. Assess student accomplishment of the academic standards that are taught or reinforced in your classroom.